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ABSTRACT

This manual provides a detailed description of the components of Bridging the Gap (BTG), a unique model of workplace training and support for developmentally disabled adults. It discusses how it was implemented and presents a curriculum outline with sample learning activities. The first section describes the interagency cooperation that made the program successful and the agreements that were developed and provided the necessary support and sharing of resources for implementation of BTG. The next section details the supported competitive employment instructional model and presents the complete framework for the course, Competitive Supportive Employment, including suggested student performance standards. Literacy audits are also discussed, and examples of two different literacy audits are provided. The major portion of the manual consists of the instructional goals and learning objectives that were developed for use in adult basic education classes targeted to supported employees. A learning activity provided for each objective includes materials needed, materials preparation, procedure, and any additional materials. These activities demonstrate how functional academic skills can enhance instruction of job-specific and job-related skills that are needed for successful job performance. Other contents include interpersonal relationships objectives and information on parent workshops. (YLB)

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ED 360 515

BRIDGING THE GAP

WORKPLACE LITERACY FOR DEVELOPMENTALLY DISABLED ADULTS

A Section 353 Demonstration Project
Pinellas County Schools

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BRIDGING THE GAP

Workplace Literacy for Developmentally Disabled Adults
A Section 353 Demonstration Project
Pinellas County Schools

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Project Transition
Department of Education for Exceptional Students
Pinellas County Schools

In addition, recognition is extended to all the dedicated educators, job coaches, case managers, employers, parents and supported employees that have made invaluable contributions to the success of this project.

BRIDGING THE GAP
A Section 353 Demonstration Project

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February, 1991

INTRODUCTION

Over the past four years, supported competitive employment programs have become successful training alternatives to sheltered workshops and day vocational training programs for many developmentally disabled adults. In the same time frame, workplace literacy programs have been developed and expanded to meet the needs of today's workforce.

Bridging The Gap combines components of both in a unique model of training and support for developmentally disabled adults. The two-pronged approach emphasizes both on-the-job teaching and classroom instruction. On-the-job teaching is offered for supported competitive employees through enrollment in a new course listed under vocational education for the handicapped called "ESE-Supported Competitive Employment." Classroom instruction for these employees and for those on waiting lists for job placement is offered through enrollment in adult basic education classes specifically designed to "bridge the gap" between needed skills and successful job performance.

Instructional focus in both settings is on targeted academic, social and independent living skills needed for successful job performance; with more emphasis on functional academic skills in the adult basic education classes.

The success of this project is attributed to the tremendous cooperative efforts of seven community agencies in Pinellas County working closely with the school district's department of Adult and Community Education.

This manual was developed to provide a detailed description of the project's components, how it was implemented, and a curriculum outline with sample learning activities.

INTERAGENCY COOPERATION

The success of *Bridging The Gap* is the result of many different groups working together to provide improved services to developmentally disabled adults in Pinellas County. Developing cooperative interagency agreements maximizes existing resources, prevents the duplication of services and provides a more comprehensive program for students.

The following agencies became invaluable partners to the Pinellas County Schools' department of Adult and Community Education in this project: Goodwill Industries-Suncoast; Pinellas Association for Retarded Citizens (PARC); United Cerebral Palsy (UCP); Department of Education for Exceptional Students (DEES); Florida Diagnostic and Learning Resource System (FDLRS); Advocates For Insuring Retardates Entitlements (A.F.I.R.E.); and Rehabilitative Services (HRS) District V Supported Employment Task Force.

Bridging The Gap was developed in response to the needs of supported employees as identified by local program providers. In 1989, an evening adult basic education class was started at Goodwill Industries-Suncoast to provide continuing academic instruction to supported employees who could not attend classes during the day. Agency job coaches were discovering that many of the employees were not successful on their jobs because they lacked the necessary academic skills to perform their job responsibilities. The job coaches did not have the resources or academic background to teach these workplace literacy skills.

The evening class provided instruction in these necessary literacy skills, but some students still showed little improvement on the job. The students could not generalize the skills they were learning in the classroom to their worksite. The need for on-the-job teaching of these skills became clear.

In the Spring of 1990, the Adult and Community Education Department met with the HRS District V Supported Employment Task Force to develop an on-the-job teaching model for local supported employment program consumers. The project was submitted and approved as a Section 353 grant in the Fall of 1990. The task force members agreed to act as the advisory committee for *Bridging The Gap* and the foundation for strong interagency cooperative efforts was formed.

The following list describes the agreements that were developed and that have provided the necessary support and sharing of resources for the implementation of *Bridging The Gap*.

1. Goodwill Industries-Suncoast provides classroom facilities, vehicles and drivers for transportation, recruitment of students, case conferences with job coaches, assistance in the recruitment of classroom volunteers and promotion of parent workshops.

2. Pinellas Association for Retarded Citizens (PARC) provides classroom facilities, vehicles and drivers for transportation, recruitment of students, case conferences with job coaches, assistance in the recruitment of classroom tutors and promotion of parent workshops.

3. United Cerebral Palsy (UCP) provides case conferences with job coaches, recruitment of students, assistance with the recruitment of classroom volunteers and promotion of parent workshops.

4. Department of Education for Exceptional Students (DEES) provides assistance in the development of parent training workshops and has provided the project with resource materials.

5. Gulfcoast Florida Diagnostic and Learning Resource System (FDLRS) provides recommendations for instructional materials and parent training workshops.

6. Local employers provide job performance evaluations and access to the job sites for the on-the-job teacher to conduct audits and training activities with supported employees.

7. The members of the HRS District V Supported Employment Task Force serve as advisors for the development and implementation of this project.

8. Advocates for Insuring Retardates Entitlements (A.F.I.R.E.) provides promotion of parent workshops and publicity of this project through their newsletter.

SUPPORTED COMPETITIVE EMPLOYMENT INSTRUCTIONAL MODEL

Supported Competitive Employment utilizes on-the-job instruction. The on-the-job teacher (OJT) model is the core component of *Bridging The Gap* . The OJT is the "bridge" between the job sites, job coaches, adult basic education teachers, supported employees and employers. On-the-job training has proven to be very successful in supported competitive employment programs. Vocational skills that are taught to developmentally disabled adults in the setting in which they will be used are learned quicker and retained longer than when taught in the classroom. The same holds true for academic, social and independent living skills that are taught at the job site. Supported employees can immediately see the application of specific academic skills to the job tasks they are performing. Also, supported employees that need to improve their social skills in order to get along with co-workers, supervisors and customers improve those skills more quickly when instruction takes place on the job.

It is important to point out that the function of the OJT in this project is not to supplant the training provided by the supported employment job coaches. It is the agency job coachs' responsibility to train the employees in their job duties. It is the responsibility of the OJT to provide auxiliary instruction in academic, social and/or independent living skills that the supported employee needs to be successful on the job. It is also the teacher's responsibility to meet regularly with the job coaches to plan appropriate educational goals for the supported employees.

To be a successful OJT, a teacher must develop excellent rapport with the supported employees, the job coaches, the employers and in some instances, the parents of the employee. Good communication between all of these persons helps to develop the best possible program for the project participants.

An additional responsibility of the OJT is to provide ongoing coordination with the evening adult basic education classroom teachers. The OJT works with those teachers to develop the students' Individual Handicapped Adult Education Plans (IHAEPs) for those students who are employed. The IHAEPs serve as another "bridge" between the job site and the classroom, specifying the job-specific instructional needs of each employee.

The implementation of the on-the-job teaching model in Pinellas County was done through the identification of an appropriate course curriculum framework from which to develop this model and the assignment of a full-time teaching unit for this purpose. The course used for this model is "ESE-Competitive Supportive Employment," course code number 7980150. This course was approved by the State Board of Education for FY 90-91 for levels 9-12, 30 and 31. On the following pages is the complete framework.

ESE CURRICULUM FRAMEWORK - GRADES 9-12, ADULT
Florida Department of Education

SUBJECT AREA: VOCATIONAL EDUCATION

COURSE NUMBER: 7980150

COURSE TITLE: ESE-SUPPORTED COMPETITIVE EMPLOYMENT

CREDIT: ☐ .05 ☐ 1.0 ☒ MULTIPLE

I. MAJOR CONCEPTS/CONTENT: THIS PROGRAM IS DESIGNED TO ENABLE STUDENTS WITH MODERATE AND SEVERE DISABILITIES TO ACQUIRE SKILLS NECESSARY FOR SUCCESSFUL INDIVIDUAL SUPPORTED COMPETITIVE EMPLOYMENT. SUPPORTED EMPLOYMENT REFERS TO COMPETITIVE WORK IN AN INTEGRATED WORK SETTING WITH ONGOING SUPPORT SERVICES FOR INDIVIDUALS WITH SEVERE HANDICAPS FOR WHOM COMPETITIVE EMPLOYMENT HAS NOT TRADITIONALLY OCCURRED. FEATURES OF SUPPORTED EMPLOYMENT INCLUDE INTENSIVE ONSITE TRAINING, FADE-OFF, ONGOING MONITORING, AND ONSITE ADVOCACY. STUDENTS WILL RECEIVE ONE-TO-ONE INTENSIVE TRAINING BY A JOB COACH OR EMPLOYMENT SPECIALIST. THE STUDENTS WILL BE PAID AT OR ABOVE MINIMUM WAGE FOR A MINIMUM OF 20 HOURS PER WEEK. STUDENTS WILL RECEIVE ONGOING SUPPORT WITH AT LEAST ONE HOUR OF FOLLOW ALONG SERVICES PER WEEK AT THE JOB SITE AFTER STABILIZATION HAS BEEN ATTAINED. STABILIZATION REFERS TO THE POINT AT WHICH ONSITE TRAINING AND SUPPORT SERVICES IN AN INDIVIDUAL EMPLOYMENT SITUATION HAS BEEN 20% OR LESS OF NORMAL WORK HOURS FOR AT LEAST 60 CALENDAR DAYS.

THE CONTENT MAY INCLUDE, BUT NOT BE LIMITED TO: THE DEVELOPMENT OF POSITIVE WORK ATTITUDES AND HABITS, APPROPRIATE HYGIENE AND GROOMING SKILLS, RELATED SAFETY PROCEDURES, APPROPRIATE DECISION MAKING SKILLS, SPECIFIC JOB RELATED SKILLS, AND SELF-RELIANCE AND INITIATIVE

II. INTENDED OUTCOMES: AS A RESULT OF PARTICIPATION IN THIS COURSE, AND AS SPECIFIED IN THE IEP, THE STUDENT WILL BE ABLE TO:

1) PARTICIPATE IN JOB SELECTION,

2) MAINTAIN EMPLOYMENT FOR AN ACCEPTABLE DURATION BY PERFORMING APPROPRIATE JOB DUTIES,

3) IDENTIFY AND USE EQUIPMENT AND SUPPLIES APPROPRIATELY AND CORRECTLY, AND

4) DEMONSTRATE SPECIFIC WORK RELATED SKILLS.

III. SPECIAL NOTE: COURSE ACTIVITIES MAY INCLUDE, BUT NOT BE LIMITED TO EMPLOYMENT SCREENING, SITUATIONAL ASSESSMENT, JOB DEVELOPMENT,

JOB ANALYSIS, ENVIRONMENTAL ANALYSIS, EMPLOYER INTERVIEW, SEQUENCE OF JOB DUTIES, JOB MATCHING, INDIVIDUALIZED JOB SKILLS TRAINING, SITE ORIENTATION SKILLS, SOCIAL ADAPTIVE BEHAVIORS, TRANSPORTATION TRAINING, LINKAGES WITH AGENCIES AND COMMUNITY SERVICES, AND TRANSITION INTO ADULT AGENCIES WHICH PROVIDE ONGOING POSTGRADUATE FOLLOW ALONG SERVICES.

LABORATORY ACTIVITIES PLACEMENT IN A PAID COMMUNITY BASED JOB IS REQUIRED. PRIOR COMMUNITY-BASED WORK EXPERIENCE IS PREFERRED BUT IS NOT A PREREQUISITE.

THIS ENTIRE COURSE IS NOT INTENDED TO BE MASTERED IN ONE YEAR. A STUDENT MAY EARN MULTIPLE CREDITS IN THIS COURSE. MULTIPLE CREDITS MAY BE EARNED SEQUENTIALLY OR SIMULTANEOUSLY. ALL STUDENT PERFORMANCE STANDARDS FOR THIS COURSE MIGHT NOT BE MASTERED IN ONE YEAR. THEREFORE, THE JOB OR JOBS FOR WHICH THE STUDENT IS BEING PREPARED AND THE PARTICULAR OUTCOMES AND STUDENT PERFORMANCE STANDARDS WHICH THE STUDENT MUST MASTER TO EARN CREDITS MAY BE SPECIFIED IN THE STUDENT'S INDIVIDUAL EDUCATIONAL PLAN (IEP). ADDITIONAL CREDITS MAY BE EARNED WHEN OUTCOMES AND STANDARDS ARE MASTERED IN ACCORDANCE WITH THE REQUIREMENTS INDICATED IN A SUBSEQUENT IEP.

IF JOB RETENTION IS NOT ATTAINED AS A RESULT OF THE FIRST JOB PLACEMENT, A NEEDS ASSESSMENT AND UPDATED JOB MATCH SHALL BE COMPLETED AND ANOTHER JOB PLACEMENT SHALL BE ATTEMPTED, IF FEASIBLE.

DISTRICTS ARE STRONGLY ENCOURAGED TO ENSURE THAT ALL TEACHERS OF THIS COURSE HAVE PARTICIPATED IN APPROPRIATE JOB COACH TRAINING.

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SUGGESTED STUDENT PERFORMANCE STANDARDS

COURSE TITLE: ESE-SUPPORTED COMPETITIVE EMPLOYMENT

1. Participate in job selection.

   1.01 Demonstrate personal strengths and weaknesses.

   1.02 Demonstrate preferences for work settings, coworker interaction, and job duties.

2. Maintain employment for an acceptable duration by performing appropriate job duties.

   2.01 Follow directions.

   2.02. Use compensatory strategies or devices to achieve job retention.

   2.03 Develop a positive attitude toward the job.

   2.04 Complete a task within a given period of time.

   2.05 Arrive at work and return from breaks promptly.

   2.06 Maintain good attendance.

   2.07 Maintain behavior appropriate to the work setting.

   2.08 Utilize appropriate transportation to and from work.

   2.09 Report absence or tardiness to supervisor, with assistance, and commensurate with the individual's level of ability.

   2.10 Collect and use paycheck.

   2.11 Verify correctiveness of paycheck.

   2.12 Wear appropriate clothing for work situations.

3. Identify and use equipment and supplies appropriately and correctly.

   3.01 Access tools for specific work tasks.

   3.02 Use tools appropriately for specific work tasks.

   3.03 Wear and use appropriate garments and safety devices.

   3.04 Perform basic personal safety skills to and from the job site.

4. Demonstrate specific work related skills.

4.01 Relate effectively with supervisor and co-workers.

4.02 Perform job skills without an injury to self or others.

4.03 Complete work according to instructions.

4.04 Use time card, time clock, and work schedule, if required.

4.05 Maintain rate and task quality to supervisor's specifications.

4.06 Communicate appropriately within the work setting.

4.07 Stay on task.

LITERACY AUDITS

Bridging The Gap was developed to meet the educational needs of supported employees. Supported employment professionals were surveyed at the onset to find out what they perceived would be important components to include in the project.

Job coaches voiced a concern regarding their lack of expertise in assessing supported employees' needs in the area of job-specific academic skills. Literacy audits were developed in response to this concern. Their flexible design can be applied to a variety of jobs and can be used by teachers or job coaches.

These literacy audits were developed by using the job analyses provided by the job coaches for specific jobs. These job analyses are detailed, step-by-step breakdowns of required job skills and responsibilities. The analyses are cross-referenced with a list of academic skills through the use of a chart format.

Through direct observation, an OJT or job coach can identify the academic skills required for each job task. The academic skills an employee needs to learn for each step of the job is marked on the literacy audit. Students' IHAEPs can be developed directly from these audits.

Examples of two different literacy audits can be found on the next two pages.

NAME A. Jones JOB SITE Sun Cafeteria JOB TITLE Food Service Aide

DATE 1/02/91

JOB TASKS:	Match Letters	Letter Recognition	Read and Understand Signs, Labels, Maps	Read Abbreviations	Match Job-Specific Words	Read Job-Specific Words	Read Written Communications	Read and Follow Written Directions	Read Job-Related Words: from cafeteria, break room, etc.	Write Letters / Words	Write Numerals / Money Amounts	Print Information on Forms, labels, etc.		
1. Punch in using time card.														
2. Locate and prepare bus cart for use.														
3. Locate garbage can roller and prepare for use.														
4. Bus the tables as needed.														
5. Put cans in container.														
6. Clean off bus cart.														
7. Fill condiment containers														
8. Fill salt and pepper shakers.														
9. **Return** cart and roller to kitchen.														
10. Clean cart and roller.														
11. Punch out.														

NAME T. Smith JOB SITE X Y Z Company JOB TITLE Janitorial

DATE 12/02/96

JOB TASKS:	Numeral Recognition	Counting up to ___	Solve Addition Problems	Solve Subtraction Problems	Solve Multiplication Problems	Solve Division Problems	Read Written Money Amounts	Count Money Up To ___	Solve Computational Money Problems	Job-Specific Geometry Skills	Tell Time : Digital Analog	Measurement Skills: Linear, Temperature, Liquid	Solve Percent Problems
1. Punch in by 9 AM.													
2. Get cleaning supplies.													
3. Clean bathrooms.													
4. Sweep bathrooms.													
5. Check toilet paper.													
6. Check paper towels.													
7. Replace supplies in closet.													
8. Get mop and bucket.													
9. Prepare cleaning solution.													
10. Mop bathrooms.													
11. Empty trash in offices.													
12. Empty trash in bathrooms.													
13. Empty trash in lobby.													
	18				11							17	

ABE CLASSES FOR SUPPORTED COMPETITIVE EMPLOYMENT CONSUMERS

Bridging The Gap provides adult basic education classes for both supported employees and those developmentally disabled adults who are on waiting lists for job placement. The focus of classroom instruction is job-specific or job-related and targets functional academic skills needed to enhance job performance.

Classes are a combination of individual and small group instruction. Individual goals and objectives are developed for each student in an Individual Handicapped Adult Education Plan (IHAEP). IHAEPs are developed in cooperation with the on-the-job teacher (OJT) for supported employees who are students. Classroom instruction utilizes materials from the workplace, provided by the OJT, the agency job coach or the employer.

An additional strategy used in one of the three evening classes in Pinellas County has been the use of field trips. Student trips to the mall and to a grocery store culminated several weeks of functional skills instruction in the areas of money management and consumer education. Community-based experiences to apply specific skills can be of great benefit to supported employees who are earning paychecks and gaining independence.

The following instructional goals and learning objectives were developed for use in adult basic education classes targeted to supported employees. The sample lesson plans demonstrate how functional academic skills can enhance instruction of job-specific and job-related skills which are needed for successful job performance.

JOB-SPECIFIC AND JOB-RELATED SKILLS:

GOALS, OBJECTIVES AND SAMPLE LEARNING ACTIVITIES

FUNCTIONAL READING SKILLS

1.00 The student/employee will develop the functional reading skills necessary for successful employment and daily living.

Objectives:

1.01 Recognize the letters of the alphabet.

1.02 Obtain appropriate meanings from pictures, maps, and signs found in the workplace and in everyday living.

1.03 Know the sounds of the letters of the alphabet.

1.04 Read job-related words.

1.05 Read job-related materials obtained from the worksite.

1.06 Read for enjoyment on breaks, at lunch, etc.

1.07 Follow written directions.

1.08 Determine the main idea stated in a paragraph.

1.09 Read other job specific materials as needed...memos, bulletins, flyers.

1.01 Recognize the letters of the alphabet.

Activity:

"Letters in the Workplace"

This activity is intended to teach students to recognize the letters of the alphabet while reinforcing recognition of work-related words and signs.

Materials Needed:

Flashcards of words from the student's workplace
Letter squares (like those in the game Scrabble or teacher made)

Materials Preparation:

The teacher will need to obtain a list of words from the student's workplace from which to make flashcards. The on-the-job teacher can provide the words.
The teacher will also have to make letter squares from cut flash-cards or use letters provided in a Scrabble game.

Procedure:

The student is given a complete set of letter squares. The student is presented with one flashcard at a time. The student is asked to identify each of the letters in the word. The student then picks matching letters from the set of letter squares. The student can match letters printed on the flashcard or spell out the word separately. This activity will not only reinforce letter recognition skills, but will assist the student to become familiar with job-related words.

1.02 Obtain appropriate meanings from pictures, maps and signs found in the workplace and in everyday living.

Activity:

"Floor Plan Game"

This activity is intended to teach students how to read and interpret simple floor plans.

Materials Needed:

Simple to read floorplans of jobsite, home and/or classroom
A set of direction cards, specific to the floorplan being used (example next page)

Materials Preparation:

This activity requires the teacher to obtain floorplans of job sites, homes and/or classrooms. The job coaches or employers can be an excellent source for this. The floorplans should be simple to read, without a lot of detail. This may require some modification by the teacher. Also required is the development of questions, on cards, that are specific to the floorplans which will be used. The questions will ask the student(s) to use the floorplan to plan a route to another room or ask the student(s) to interpret the information on the floorplan.

Procedure:

The floorplan is set up on a table is easy view of all participating students. The stack of direction cards is placed near the floorplan. Students would take turns choosing a card and answering the question by tracing the correct route or location on the floorplan.

1.02 Obtain appropriate meanings from pictures, maps, and signs found in the workplace and in everyday living.

Activity:

"Reading Maps and Signs"

These activities are intended to teach students how to obtain information from maps, safety signs and community signs.

Materials Needed:

Individual maps for each student
Large table map for up to four students to use
Flashcards of safety and community signs (list on next page)
Worksheets of safety and community signs for review and testing.

Materials Preparation:

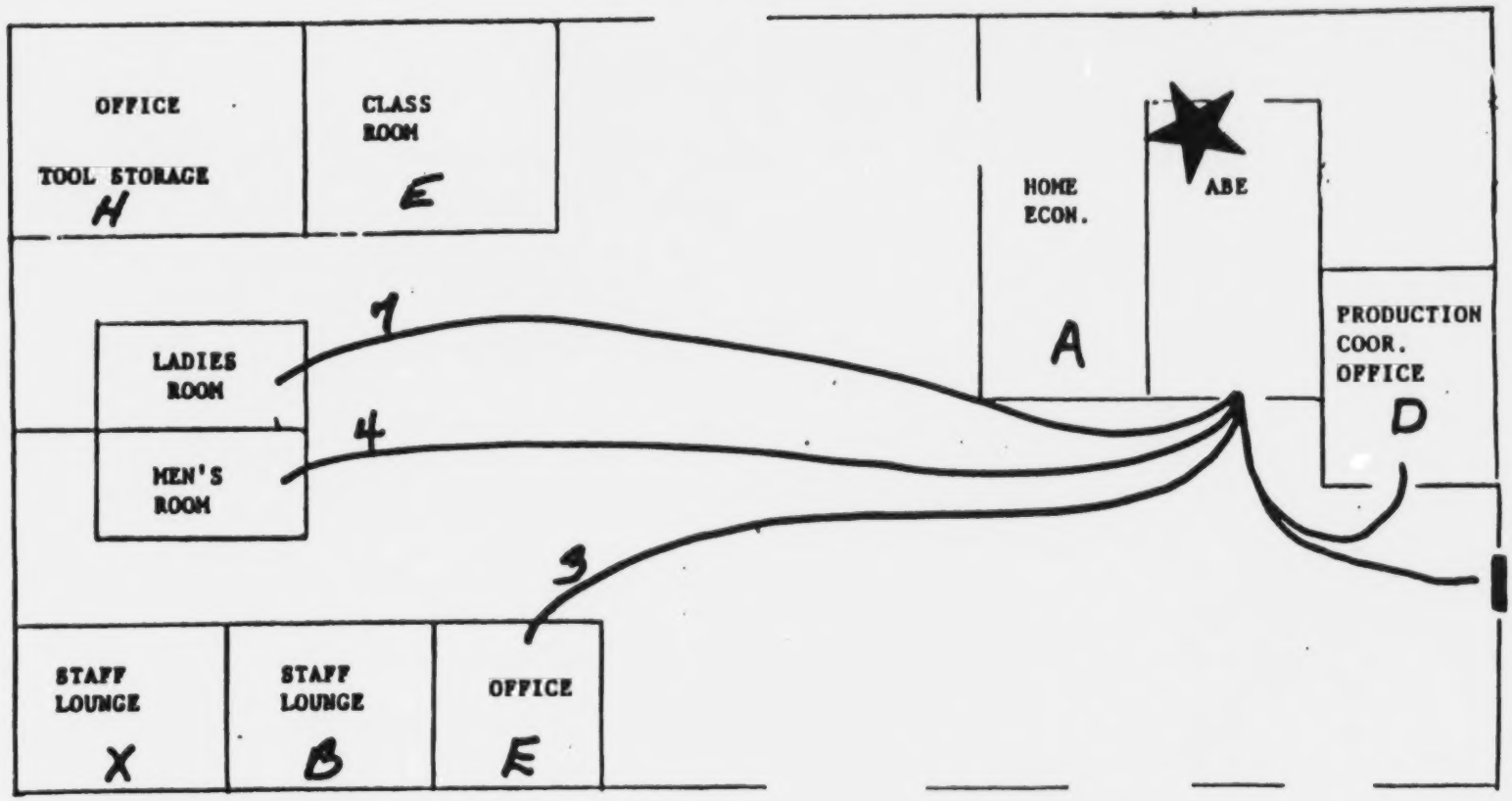
Obtain maps of worksites from the OJT or job coaches.
Obtain simplified floorplans from group homes or parents.
Flash cards can be made of simplified drawings of signs similar to those found in the Entering the Reader's World series by Prentice Hall/Cambridge or Developmental Learning Materials (DLM) Traffic Sign Bingo game.

Procedure:

Students will be given individual maps or seated at a table with a large map. Lead a discussion about using a map. Sample questions are shown on a sample map which is attached. Questions can be made for any map or floorplan.

Safety and community signs can be discussed in small groups using flashcards. Matching activities, symbol to printed word, can be used as a review. Worksheets can be made for individual reinforcement and review.

VOCATIONAL (WORK II) FIRE AND BOMB EVACULATION ROUTES



STAR SHOWS WHERE YOU ARE

1. What room are you in?_____
2. What number shows the way to the men's room?_____
3. What letter is the production corr. office?_____
4. What number shows the way to the office?_____

1.02

SAFETY/COMMUNITY SIGNS

EMERGENCY EXIT
MEN
EXIT
ENTER
LADIES
POISON
COLD
ELEVATOR
BUS STOP
TELEPHONE
DO NOT ENTER
WOMEN
IN
FIRE ALARM
OUT
STOP
OPEN
CLOSED
GENTLEMEN
CAUTION
DANGER
HOT
UP
DOWN
FIRE EXIT
NO SMOKING
HOSPTIAL
FLAMMABLE
EMERGENCY
FIRST AID

1.03 Know the sounds of the letters of the alphabet.

Activity:

"Recognizing Beginning and Final Consonants"

This activity is intended to teach students the sounds of beginning and ending consonants.

Materials Needed:

Chalkboard or dry marker board for group instruction
Flashcards with illustrations
Worksheets for individual instruction, using same illustrations from flashcards

Materials Preparation:

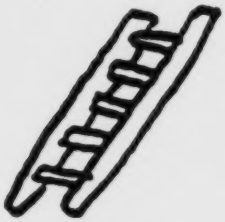
Develop flashcards and worksheets with exercises similar to examples given on the following page. Illustrations should be job-related or job-specific when possible.

Procedure:

With a small group of students, or individually, introduce the sounds of consonants by writing them on the board and orally repeating them. Have all students participate in naming the letters and repeating the sounds.

Have students practice beginning and ending consonants by completing the worksheets individually for review.

BEGINNING CONSONANTS:



L F T

W V U

B S W

ENDING CONSONANTS:

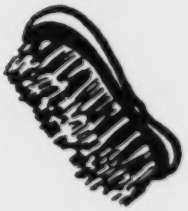
F K T

L T F

R B S

BEGINNING BLENDS:

SC ST SH



BR BL

SR SC ST

1.04 Read job-related words.

Activity:

"Vocabulary Concentration"

This activity is intended to teach students to recognize sight words related to their job.

Materials Needed:

Flashcards of job-specific words (examples next page)

Materials Preparation:

Obtain a list of job-specific words from the on-the-job teacher. Use this list to make a set of cards (2 for each word). See the attached list of sample job-specific words.

Procedure:

This activity is played just like the card game *Concentration*. One set of the cards is spread out on the table, face down. From the other set, deal out up to 5 cards to each student. Students take turns matching the words they have been dealt to the ones on the table. The cards on the table may be left face-up to make the activity easier for beginner learners.

1.04 Read job-related words.

Sample Word List:

SLIPPERY WHEN WET
CORRECT CHANGE
ENTRANCE
FLAMMABLE
PARTS
CLOSE
MEN
STAMP
BOX
ENVELOPE
BULB
NO SMOKING
PLASTIC BAG
WALK
TELEPHONE
FIRE ALARM
UP
FIRE EXTINGUISHER
FIRST AID
DANGER
NURSE
KEEP OFF
COIN RETURN
CAFETERIA
PUSH
IN
OUT
EXIT
WET PAINT
KEEP OUT
DO NOT TOUCH
CAFETERIA
USE OTHER EXIT
PULL

1.05 Read job-related materials obtained from the jobsite.
1.07 Follow written directions.

Activity:

"Reading written directions required from the job"

Materials Needed:

A copy of a job analysis (example next page)
Various supplies needed to complete job task
Flashcards

Materials Preparation:

Make copies of job analyses for each student. Gather needed supplies from the on-the-job teacher.

Procedure:

The teacher will discuss the job description in small groups and then demonstrate the steps needed with each item in order to complete the job. The students practice each step. The teacher should explain mistakes as they occur and orally read the job description. Flashcards can be used for difficult words as a teaching tool and for testing or reviews.

JOB NAME: Assemble box, place mug in box, aside to M.C.

DIRECT LABOR

TASK #	DESCRIPTION
1	Pick up box, make white chip box
2	Pick up cup out of master; insert cup into white chip and close chip & aside
3	Pick up box with cup in it and place in M.C. (use original cup box) (18 to M.C. - 6 on row-3 high)
4	Stuff w/scrap cardboard; close; aside to pallet

BILL OUT RATE

OTHER EXPENSE (To be included in bid price)

Delivery / Transportation

Storage

Other:

TOTAL OTHER

OVERHEAD @_____%

TOTAL COST

PROFIT @_____%

BID PRICE

1.06 Read for enjoyment on breaks, at lunch and at home.

Activity:

"Classroom Library"

The development of a classroom library will provide students with appropriate ability level and age appropriate pleasure-reading materials.

Materials Needed:

High interest, low reading level books (see suggested book resource list on following page)
Newspapers
Magazines

Procedure:

The teacher should set up an easily accessible area of the classroom to display the pleasure-reading materials. An easy check-out system can be set up so students may borrow them.

The following publishers offer a wide selection of high interest reading books that are written on very low reading levels. Books like the ones included on this list provide appropriate pleasure reading materials for classroom libraries. This is not intended to provide a complete list of all available reading materials but a short reference for teachers to use to start a classroom library.

Fearon Publishing Company, 500 Harbor Boulevard, Belmont, CA 94002

Pacemaker True Adventure	reading level:	2.0-2.9
	interest level:	Adult
Pacemaker Classics	reading level:	2.0-2.9
	interest level:	Adult
Hopes and Dreams	reading level:	1.8-2.9
	interest level:	Adult

Saddleback Educational, Inc., 711 West 17th Street, Suite F-12, Costa Mesa, CA 92627

The Classics Series	reading level:	1.5-6.0
	interest level:	Adult
Easy-To-Read Classic	reading level:	3.0-6.0
	interest level:	Adult
Bestsellers I, II, III, IV	reading level:	2.0-4.0
	interest level:	Adult

Steck-Vaughn Company, P.O. Box 26015, Austin, TX 78755

The Great Series	reading level:	2.0-4.0
	interest level:	Adult
Spotlight Series	reading level:	2.0-4.0
	interest level:	Adult

1.08 Determine the main idea stated in a paragraph.

Activity:

"My Own Words"

This activity is intended to teach students to determine the main idea of a paragraph and state the main idea in their own words.

Materials Needed:

Short paragraphs on students' reading level

Materials Preparation:

In addition to commercially available reading texts, materials from the students' job site can be used for this activity. The on-the-job teacher can obtain copies of memos, employee handbooks and other reading materials from the workplace for use in the classroom.

Procedure:

After the student reads the paragraph, silently or aloud, the teacher asks the student to explain what it was about. The teacher should assist the student in explaining the main idea using his or her own words, not repeating the paragraph. This will assist the student in developing comprehension and critical thinking skills. The teacher can write the student's words as he or she is answering the question. This new paragraph, in the student's own words, can then be used as additional reading material for that student.

1.08 Determine the main idea stated in a paragraph.

Suggested materials:

For individual reinforcement in determining the main idea of a paragraph, the following software is recommended:

diskette for: Functional Reading Skills Series
Getting the Main Idea
by Pauline Ramos

Steck-Vaughn Company
Austin, TX 78768

1.09 Read other job-specific materials as needed... memos, bulletins, flyers.

Activity:

"Read It!"

This activity is intended to provide the students with practice in reading job-specific written communications.

Materials Needed:

Memorandums, bulletins and other printed information for employees from the students' workplace (see example on next page)

Procedure:

The student will be given copies of written communications from his or her job site. These written documents are used by the classroom teacher as the "text" for that student's reading instruction. Reading activities that focus on word recognition, vocabulary, comprehension, inference and any other reading skills can be adapted for use with job-specific written materials.

Memo Example:

Please be advised the PARC workshop will be closed in observance of the Thanksgiving holidays, November 22nd & 23rd, 1990. Work will resume Monday, November 26th, 1990.

Also, the annual Thanksgiving Luncheon will be Thursday, November 15th. Those who pack a lunch will not need to bring one, since it is a gift from the Board of Directors.

As a reminder, our annual Open House is Wednesday, November 14th from 9:00 a.m. until 11:00 a.m. We hope to see you there!

1.09 Read other job-related materials as needed...memos, bulletins, flyers.

Activity:

"Memo Review"

This activity is intended to teach students to read and interpret job-specific written communications.

Materials Needed:

Obtain copies of job-specific memorandums, bulletins, and/or directions from the on-the-job teacher. Examples of job-specific materials are on the following page.

Procedure:

Give a copy of the job-specific material to the student to read. The teacher should note any words that are difficult for the student to read. Flashcards can be made from these words for further review and practice.

After the student has read the material, ask the student to explain what he or she read. These questions can be stated orally or written, depending upon the student's ability level. The teacher should also ask questions such as: "How does this affect your job?"; "What do you have to do differently?"; and "Is this something you have to do anything about?"

1.09

MEMO EXAMPLE:

Just a reminder of procedures that should be followed to maximize production quality & quantity:

1. PUT ROUND STICKERS WITH YOUR GROUP NUMBER ON ALL MASTER CARTONS.

2. SEPARATE PARTS DURING SET UP RATHER THAN DUMPING THEM ALL TOGETHER.

3. CHECK WORK IN PROGRESS RATHER THAN WAITING FOR A CARTON OR PROBLEMS

4. ASK FOR HELP WHEN NEEDED!

We have been experiencing a great deal of quality problems with the Halkey-Roberts job. Following the above should help eliminate these problems.

Your suggestions and comments are always welcome.

ORAL COMMUNICATION SKILLS

2.00 The student/employee will develop the oral communication skills necessary for successful employment and daily living.

Objectives:

2.01 Listen to and follow oral directions.

2.02 Answer who, what, when, where, why, and how questions when orally asked.

2.03 Use proper (job acceptable) speech and language in oral communications.

2.04 Respond appropriately to oral questions, requests, and statements.

2.05 Communicate appropriately with co-workers, supervisors, teachers, job coaches, etc.

2.01 Listen to and follow oral directions.

Activity:

"Listen Carefully!"

This activity is intended to teach students how to follow oral directions on the job.

Materials Needed:

Obtain a copy of the student's job analysis from the on-the-job teacher. An example job analysis is provided following the learning activity for objective 1.05.

Procedure:

The teacher reads the job analysis aloud to the student. The teacher will then demonstrate to the student how to perform each task, according to the oral directions. The teacher then reads the directions again, while the student listens carefully. The student then performs the job task, following the orally given directions. The teacher may need to reread the directions as the student attempts to do the job task.

2.02 Answer, who, what, when, why, and how questions when orally asked.
2.04 Respond appropriately to oral questions, requests and statements.

Activity:

"The Job Hunt"

This activity is intended to acquaint students with answering skills necessary for a good job interview.

Materials Needed:

Worksheet with job inquiry questions and sample job advertisement

Materials Preparation:

This activity requires the teacher to make up questions that students may refer to during role play. The questions should include who, what, when, why and how inquiries (see sample on next page). Also, the teacher should provide sample job advertisements (example on following page).

Procedure:

Students are paired off to role play the situation for inquiring about a job. One student portrays the employer, the other portrays the applicant. Students will use the provided situation. The students may then reverse roles. This will give each student practice in asking appropriate questions and answering questions correctly.

2.02
2.04

WHEN APPLYING FOR A JOB OR INQUIRING ABOUT A JOB, ASK THESE QUESTIONS:

1. WHO ---- MAY I ASK WHO I AM SPEAKING WITH? OR

   WHO SHOULD I SPEAK TO ABOUT THIS POSITION?

2. WHAT --- WHAT SALARY CAN I EXPECT?

3. WHEN --- WHEN CAN I EXPECT TO BEGIN WORK?

4. WHY ---- WHY ARE YOU HIRING AT THIS TIME?

5. HOW ---- HOW LONG CAN I EXPECT TO RETAIN THIS JOB?

2.02
2.04

Example Job Advertisements

SHOP Helper needed for sheet metal shop. Hardware installation, assembly and clean up. Please call 889-9250

PRODUCTION WORKERS, ALL shifts, SILOR OPTICAL, 4900 Park St. N., St. Pete. EOE

2.05 Communicate appropriately with co-workers, supervisors, teachers and job coaches.

Activity:

"Group Discussions"

These activities are intended to teach students appropriate communication skills needed to get along on the job.

Materials Needed:

A suggested workbook for this objective is:

> Attitudes For Work, by Charles H. Kahn, Robert Tong and Wing Jew, 1987, second edition, Fearon Publishing Co.

On the following pages are suggested outlines for additional group discussions.

Procedure:

Discuss appropriate communication skills in small groups. Outline the students' communication goals. Role playing can be an effective way to reinforce interactions.

2.05

TIPS ON DEVELOPING GOOD WORK HABITS THAT WILL HELP YOU TO GET ALONG WITH YOUR SUPERVISORS

DO YOUR WORK AND ON BE ON TIME.

1. Be a self-starter.
2. Learn new things.
3. Don't be a clock watcher.

BE EASY TO GET ALONG WITH.

1. Don't argue.
2. Leave your problems at home.
3. Don't gossip.

BE RESPONSIBLE.

1. Don't waste time.
2. Follow company rules.
3. Take care of your work space and tools.
4. Return things to others.

2.05

USE WORDS THAT SHOW YOU'RE POLITE. --- SAY

THANK YOU

PLEASE

YOU'RE WELCOME

EXCUSE ME

PEOPLE ARE EASY TO GET ALONG WITH WHEN THEY:

ARE POLITE AND THOUGHTFUL

ARE FRIENDLY AND COOPERATIVE

LISTEN TO OTHERS

HAVE A SENSE OF HUMOR

KEEP AN OPEN MIND

ARE CAREFUL ABOUT CRITICISM

GIVE AND TAKE PRAISE

WRITTEN COMMUNICATION SKILLS

3.00 The student/employee will develop the written communication skills necessary for successful employment and daily living.

Objectives:

3.01 Print, write or copy information onto forms, and documents using proper form and spacing.

3.02 Use legible handwriting and/or manuscript printing for all job-related writing tasks.

3.03 Write a meaningful paragraph on a job-related topic.

3.04 Use correct capitalization in all correspondence.

3.05 Use proper punctuation in written communications.

3.06 Write a personal letter.

3.07 Write a correctly addressed envelope.

3.08 Spell job-related words.

3.01 Print, write or copy information onto forms and documents using proper form and spacing.

Activity:

"Personal Information Sheet"

This activity is intended to teach students how to fill out personal information sheets.

Materials Needed:

Personal information obtained from students, parents, and the on-the-job teacher
Blank worksheet (example next page)

Procedure:

Working with students, the teacher will help students obtain the proper information for the personal information sheets. Students will practice copying the information from the completed form to the blank form.

After the students can correctly copy the information, the students will complete the questionnaire from memory.

3.01

PERSONAL INFORMATION

Name: _____

Address: _____

City: _____

State: _____

Age: _____

Phone: _____

Social Security Number: _____

Job Position: _____

Date of Birth: _____

Reference: _____

3.01 Print, write or copy information onto forms and documents using proper form and spacing.

Activity:

"Resume Writing"

This activity is intended to provide students an introduction to filling out a simple resume form.

Materials Needed:

Blank resume forms (example next page)
Completed resume with student's personal information

Materials Preparation:

The teacher needs to obtain personal information from students, parents and/or the on-the-job teacher, and fill out a sample form for each student.

Procedure:

The teacher gives each student a blank resume form and one that is completed with the student's personal information. The students use the completed model to fill in the blank one.

Form A

R E S U M E

PERSONAL INFORMATION

Name: Date:

Address:

City and State: Zip Code:

Phone:

Social Security Number: Age:

EDUCATION AND TRAINING

REFERENCES

3.01 Print, write or copy information onto forms and documents using proper form and spacing.
3.02 Use legible handwriting and/or manuscript printing for all job-related writing tasks.

Activity:

"Write Right"

This activity is intended to provide students with handwriting practice, using job-related forms.

Materials Needed:

Job-related forms

Materials Preparation:

Obtain copies of various forms and documents from different work sites. Examples are: memorandums, time sheets, time cards, log book pages, absentee forms and personnel forms. These can be obtained from the students, OJT, agency job coach or employer.

Procedure:

The students are given copies of various forms that are found at the worksite. The teacher can discuss the function of each form and review what information should be written on them. Students can then practice filling them in, either independently or by copying a sample completed form.

3.03 **Write a meaningful paragraph on a job-related topic.**

Activity:

"Work Journal"

This activity is intended to provide students with the opportunity to practice their writing skills.

Materials Needed:

A notebook of lined paper

Procedure:

Students are asked to write a short paragraph (not more than four or five sentences) every class meeting. The paragraph must be about something that happened at work, or someone they work with. These paragraphs become the students' "work journal."

3.04 Use correct capitalization in all correspondence.

Activity:

"Capitalization Practice"

This activity is intended to teach students the basic rules of capitalization.

Materials Needed:

Capitalization worksheet (see example on next page)

Materials Preparation:

The teacher will need to write a short paragraph with deliberate capitalization mistakes. It would be preferable if the paragraph dealt with a job-related topic. Basic capitalization rules should also be printed on the worksheet.

Procedure:

The students are given a copy of the capitalization worksheet. In a group discussion, the teacher should review the basic rules for capitalization. The students then rewrite the short paragraph, making the necessary corrections independently. The group can go over and discuss the necessary corrections together.

3.04

Basic Capitalization Rules

Always capitalize:

1. The names of people, places, directions and organizations.
2. The names of days, dates, and holidays.
3. The first word of a sentence.
4. The beginning of a sentence in quotation marks.
5. The word I.

Rewrite this paragraph using correct capitalization:

sue interviewed for a job at the XYZ shoe store. this job would require sue to work 40 hours a week. Overtime was available for extra pay. xyz Shoe Store would offer Sue fringe benefits that included health insurance, sick leave and two vacation weeks a year. she would start work on friday, november 5. the interviewer asked sue, "would you be interested in working overtime for extra pay?" Sue answered, "yes, i would miss Arthur." If you were sue, would you accept this job?

3.05 Use proper punctuation in written communications.

Activity:

"Periods, Commas, and Question Marks"

Materials Needed:

Copies of basic punctuation rules with examples taken from a sample business letter
Sample business letter which does not contain any punctuation marks (see examples of these sheets on following pages)

Procedure:

The teacher should instruct students on the basic punctuation rules. Sample letters, both business and personal, are written on the chalkboard, without punctuation. The students take turns writing in the correct punctuation marks.

Following the group exercise, students are given a worksheet with a sample letter and are asked to write in the correct punctuation marks.

3.05

TIPS ON PUNCTUATION

1. Use a comma to separate the day of the month from the year.

   November 5, 1989

2. Use a comma to separate the name of the city from the name of the state.

   Motown, Ohio

3. Use a colon (:) after the greeting in a business letter.

   Dear Mr. Brown:

4. Use a period after a sentence that makes a statement.

   I would like to apply for the job of packer that I read about in your advertisement in the newspaper.

5. Use a question mark after a sentence that asks a question.

   Mr. Brown, may I have an interview at your convenience regarding the position of packer?

6. A comma follows the closing phrase of a letter.

   Sincerely yours,

7. A period follows an initial.

   My name is N. John Berg.

3.05

146 Paradise Dr
Santa Madera California
June 7 1989

Mr Joseph Brown
982 Willis St
Santa Madera California

Dear Mr Brown

I would like to apply for the job of packer that you advertised for in the Santa Madera Times I feel that I am qualified for the position as I worked as a packer at Louise Grants Training Center the last three years

I look forward to hearing from you

Sincerely yours

N John Bert

60

3.06 Write a personal letter.

Activity:

"Follow Up Letter"

This activity is intended to assist students think through ideas and place them on paper.

Materials Needed:

Stationery
Pencils

Procedure:

The teacher should discuss letter writing for business and personal reasons with the students, including the form to be used for a job application follow-up letter.

The teacher should have students write a follow-up letter using the sample as a guide (example next page).

3.06

FOLLOW UP LETTER

222 Second Street
Bigtown, AL 34300

November 3, 1991

Mr. Tom Flemmer
A.B.R. Printing Company
872 Circle Rd.
Boge, AL 34300

Dear Mr. Flemmer:

Thank you for the interview we had last Friday. I am very interested in the assembly job that we discussed. I believe I am qualified for the job and hope you will consider me for the position.

Sincerely,

Mary Sure

3.07 Write a correctly addressed envelope.

Activity:

"Mail It"

This activity is intended to teach students how to correctly address an envelope.

Materials Needed:

Sample addressed envelopes
Blank envelopes
Address lists

Material Preparation:

The teacher will need a list of various addresses and sample addressed envelopes for the students.

The students should use their own return address on the envelopes for practice.

Procedure:

The teacher gives each student a sample addressed envelope and a blank envelope. The students will practice copying the information on the envelope, following the sample envelope. After students become proficient in copying the envelopes, they can learn to address an envelope from an address list.

3.08 Spell job-related words.

Activity:

"Missing Letters"

This activity is intended to teach students how to spell job-related words.

Materials Needed:

Worksheets of job-related words with letters missing (see attached sample sheet)

Materials Preparation:

Words for this learning objective should be job-specific and/or job-related for each student. The words should be obtained from the on-the-job teacher.

The words should be written in upper and/or lower case letters as they appear at the job site.

Procedure:

Students are to fill in the blanks with the appropriate letters. This activity can be done independently or with a small group, using a chalkboard.

3.08

we___ pain___

___irst aid
dan___er
ke___p out
Nu___se
___o not to___ch
Coi___ retu___n
Ca___eteria
Wa___ch your s___ep
___ush
in
___ull
O___t
e___it
en___ranc___
s___ipper___ when wet
Do no___ ente___
c___ip box
Maste___ car___on
Warn___n___

COMPUTATIONAL MATHEMATICS SKILLS

4.00 The student/employee will develop the computational mathematic skills necessary for successful employment and daily living.

Objectives:

4.01 Recognize the value of numbers 0-1000.

4.02 Solve job-related addition problems.

4.03 Solve job-related subtraction problems.

4.04 Count money amounts up to $50.00 using coins and bills.

4.05 Solve computational problems dealing with money.

4.06 Use geometry skills in the workplace.

4.07 Tell time on analog and digital clocks.

4.08 Study time continuum in order to understand when to leave in order to be on time, when one is late, how much time remains before something happens.

4.09 Study time continuum in order to know one's place in time...day, month, year, etc.

4.10 Solve multiplication problems related to the workplace.

4.11 Solve job-related division problems.

4.12 Apply measurement skills to the workplace.

4.13 Know job-specific fractions as required for employment.

4.14 Compute job-specific percentage problems as required for employment.

4.01 Recognize the value of numbers 0-1000.

Activity:

"Matchup: Number Name and Number"

This activity is intended to teach the student to recognize the relationship between number names and numbers.

Materials Needed:

Set of cards with number names
Set of cards with numbers

Materials Preparation:

This activity requires the teacher to obtain two (2) sets or cards. The first set of cards would have number names written on them; the second set of cards would have numbers corresponding to the names on the first set.

Procedure:

Given both sets of cards, the student would be required to match cards with number names to those with numbers.

4.02 Solve job-related addition problems.

Activity:

"Time Sheet Computation"

This activity is intended to teach students to compute the total number of hours worked per week.

Materials Needed:

Sample time sheets

Materials Preparation:

This activity requires the teacher to obtain sample time sheets from places the students are employed. Job coaches should be able to obtain these. The number of hours worked per day would be determined by the teacher. These figures would be written on time sheets.

Procedure:

The student would be given a series of time sheets from the places where they are employed. For each time sheet, the teacher would have determined the number of hours worked daily. This would vary from week to week. Students would then be required to compute the total number of hours worked per week.

4.03 Solve job-related subtraction problems.

Activity:

"Snack Time"

This activity is intended to teach the student to solve real world subtraction problems.

Materials Needed:

Set of "snack" food cards

Materials Preparation:

This activity requires the teacher to develop a set of cards with pictures and prices of assorted "snack" foods available in the work place, i.e. candy, gum, soda, juice, popcorn, peanuts, pretzels, chips, etc.

Procedure:

Each student would be given a pencil and a piece of paper with $10.00 written at the top representing a weekly allowance for "snacks." In turn, each student would select "snack" foods that they might purchase during break time while at work. In order to score points, the student must correctly subtract the cost of the "snack" foods from the initial $10.00 allowance. On the second turn around, the cost of the "snack" foods would be subtracted from the balance. Continue the game for at least five (5) rounds to represent the 5 workdays in a week. Bonus points could be earned if a student has any money left after 5 days of snacking. This game also presents an opportunity to discuss budgeting - did the student effectively budget his/her money to be able to purchase "snacks" for all 5 days?

4.04 Count money amounts up to $50.00 using coins and bills.

Activity:

"Check Cashing"

This activity is intended to teach students to count money.

Materials Needed:

Sample pay checks written for less than $50.00 and including coin amounts
Play money including bills and coins

Materials Preparation:

This activity requires the teacher to obtain sample paychecks and play money.

Procedure:

Students will divide into two (2) groups for role play. One group will play "cashiers" and the other group will be "employees cashing their checks." After each check is cashed, pairs will reverse roles so that each person gets several chances to practice counting money.

4.05 Solve computational problems dealing with money.

Activity:

"Buying Lunch"

This activity is intended to teach the student to determine the total cost of his/her lunch while at work.

Materials Needed:

Lists of foods with prices available to employees at lunchtime

Materials Preparation:

This activity requires the teacher to obtain lists of foods with prices available to employees at lunchtime. This information may be obtained from company cafeterias or, if no cafeteria is available, from convenience fast food restaurants.

Procedure:

Each student is given a food/price list appropriate for their place of employment. Each student is asked to select items from the list that he/she might select for lunch. After selecting food items, the students are asked to compute the total cost of their lunch.

4.06 Use geometry skills in the workplace.

Activity:

"Geometry Hangman"

This activity is intended to teach the student to identify and spell the names of various geometric shapes.

Materials Needed:

Blackboard, chalk, list of geometric figures to be used during game

Materials Preparation:

This activity requires the teacher to prepare a list of geometric symbols with names to be used during the game.

Procedure:

Geometry Hangman would be played just as regular "Hangman" only instead of giving clues, the teacher presents different geometric shapes. Students must spell the names of the shapes correctly to win.

4.07 Tell time on analog and digital clocks.

Activity:

This activity is intended to teach the student to associate analog and digital times.

Materials Needed:

Pairs of interlocking "time" cards

Materials Preparation:

This activity would require the teacher to develop a set of interlocking "time" cards. One half of the pair would have a clock face with analog time; the other half would have the corresponding digital time. Times pertaining to the students' schedule should be included in the set.

Procedure:

Given the pieces of separated "time" cards, the student would be required to find pairs which interlock together.

4.08 Study time continuum in order to understand when to leave in order to be on time, when one is late, how much time remains before something happens.

Activity:

"On-Time Matchup"

This activity is intended to teach the student to determine time he/she needs to be back at work.

Materials Needed:

Series of on-time matchup cards

Materials Preparation:

This activity requires the teacher to develop a series of large wipe-off on-time matchup cards. Each card would be designated either "break" or "lunch." At the top of each clock would be a large clock face set to a specific time. The time on the large clock could be either the time the student starts break or the time he/she goes to lunch. Down one side of the card, under the large clock, would be a series of times appropriate for break (e.g. 15 minutes, 30 minutes). Down the other side of the card would be a series of smaller clock faces. Each of the smaller clocks would be set to the time the large clock would read after each elapsed activity time.

Procedure:

Given one card at a time, the student would be asked to match the amount of activity time to the time the large clock face would read at the end of the activity.

4.09 Study time continuum in order to know one's place in time...day, month, year, etc.

Activity:

"Time Wheel"

This activity is intended to teach the student to be more aware of his/her place in time.

Materials Needed:

"Time Wheel" board

Materials Preparations:

This activity requires the teacher construct a "time wheel" consisting of a circle marked off into pie-shaped segments. On each of these segments would be written the name of a holiday or a phrase or word relating to time, i.e. Christmas, last week, the day after tomorrow, Tuesday, birthday, yesterday, etc. In the center of the wheel would be a pointer.

Procedure:

The "time wheel" would be placed in the center of the table. Each student would, in turn, spin the pointer. When the pointer stops, the teacher will ask a time related question about whatever is written on the segment indicated by the pointer. Example: If the pointer indicates the word "Christmas," the teacher might ask "What year will it be next Christmas?" or "How many Christmases have passed since you were born?" If the pointer indicates the phrase "the day after tomorrow" the teacher might ask "Is Tuesday the day after tomorrow?" or "Is the day after tomorrow a school day?"

4.10 Solve multiplication problems related to the workplace.

Activity:

"Pay Day"

This activity is intended to teach students to compute their weekly gross pay.

Materials Needed:

Time sheets completed in learning objective 4.02

Procedure:

The student will be given a series of time sheets with the total number of weekly hours completed. For each time sheet, the student computes his/her gross weekly pay based on the hourly rate he/she is paid.

4.11 Solve job-related division problems.

Activity:

"Finding the Cost of One"

This activity is intended to teach the student to compute the cost of one (1) item when multiple items are priced as one.

Materials Needed:

Problem worksheet

Materials Preparation:

This activity requires the teacher to develop a worksheet of problems requiring the student to compute the cost of 1 item when multiple items are priced as one. For example, "Two shirts for $9.98. How much is one shirt?" "Three ears of corn for $.99. How much is one ear of corn?" "Four candy bars for $1.00. How much will 1 candy bar cost?"

Procedure:

Given a problem worksheet, students will compute the correct answers.

4.12 Apply measurement skills to the workplace.

Activity:

"Classroom Measurement"

This activity is intended to teach students to measure accurately.

Materials Needed:

Rulers, yardsticks, tape measures, lists of items for students to measure

Materials Preparations:

This activity requires the teacher to gather materials previously specified and to compile lists of classroom items for students to measure.

Procedure:

Given a ruler, yardstick or tape measure, each student or group of students is required to accurately measure all items on the list given them by the teacher.

4.13 Know job-specific fractions as required for employment.

Activity:

"Workplace Word Problems"

This activity is intended to teach the student to solve workplace problems using fractions.

Materials Needed:

Workplace word problem worksheet

Materials Preparation:

This activity requires the teacher to develop a group of word problems similar to those commonly encountered in real-life situations. Example: "Sue is labeling boxes. She is told that she needs to label half the boxes in the morning and the other half after lunch. There are 46 boxes. How many boxes would Sue have to finish before lunch?" "Bill works 8 hours per day. Because of a holiday, employees will only work 1/2 a day on Friday. How many hours will Bill be paid for on Friday?" "Lynn is working on a project with 2 other employees. There are 24 boxes to seal for shipment. Each employee is told to seal 1/3 of the boxes. How many boxes will Lynn seal?"

Procedure:

Given a workplace word problem worksheet, students will calculate the correct answers.

4.14 Compute job-specific percentage problems as required for employment.

Activity:

"It's On Sale!"

This activity is intended to teach the student how to compute percentages.

Materials Needed:

Problem sheet

Materials Preparation:

This activity requires the teacher to develop a worksheet with problems that require the student to compute new prices when items are on sale (written as % off). Whenever possible, items should be specific to the student's workplace.

Procedure:

Given a problem worksheet, students will calculate the correct answer.

PERSONAL BUDGETING SKILLS

5.00 The student/employee will be able to develop and maintain a personal budget.

Objectives:

5.01 Compute total monthly personal income.

5.02 Establish a bill payment schedule.

5.03 Develop a personal savings plan.

5.04 Practice addition and subtraction skills necessary in budgeting procedures.

5.05 Develop a shopping list/grocery list for weekly needs or simple recipe.

5.06 Select shopping location using advertised sales, location and/or convenience of stores.

5.07 Scan local paper for coupons and clip, sort, and store them for future use.

5.08 Select appropriate coupons for weekly budget needs.

5.09 Take a shopping trip to buy items in relationship to the student's budget and needs.

5.01 Complete total monthly personal income.

Activity:

"Personal Income I.Q."

This activity is intended to teach the student how to determine the total amount of income that he/she has on a monthly basis.

Materials Needed:

Personal income charts

Materials Preparation:

This activity requires the teacher to develop a list of possible sources of income for students. Also, to verify the accuracy of the chart, the teacher must be aware of specific sources of income and amounts for each students. The job coach or parents can be an excellent source for this information.

Procedure:

Each student is given a personal income chart. The student must identify personal sources of income, state the amount received from each source and compute the total amount of monthly income after the list is reviewed for accuracy.

5.02 Establish a bill payment schedule.

Activity:

"Bill Paying Calendar"

This activity is intended to teach the student to organize a schedule for paying bills.

Materials Needed:

Copies of a calendar for the previous month
Copies of individual student bills for previous month i.e., electric, phone, insurance, etc.

Materials Preparation:

This activity requires the teacher to have copies of the previous calendar month for each student. Also, the teacher will require students to bring copies of all personal bills for the previous month.

Procedure:

The student will study each bill and determine the amount due and the due date. The student will then write the amounts due on the blocks of the calendar corresponding to the due dates. Also include those ongoing amounts due for which the student may not get a monthly bill i.e., rent.

5.03 Develop a personal savings plan.

Activity:

"Savings Strategy"

Materials Needed:

Blackboard and chalk, paper and pencils

Procedure:

Working as a group, have students make a chart on the blackboard illustrating various reasons for saving money. They should be able to distinguish between needs and wants. Using the information from the chart, have students formulate a personal savings plan identifying the amount of money they would be willing or able to save on a weekly basis.

5.04 Practice addition and subtraction skills necessary in budgeting procedures.

Activity:

"Personal Budget Worksheet"

This activity is intended to teach the student the procedure for setting up a personal budget.

Materials Needed:

Personal budget worksheet (example on following page)

Materials Preparation:

This activity requires the teacher to obtain or develop a budget worksheet which includes income, expenses, and savings.

Procedure:

Given a personal budget worksheet, each student will complete the worksheet using "real-life" figures.

Planning a Personal Budget

I. Income expectations

Monthly Earnings: _____

Government Assistance: _____

Other Income: _____

II. Monthly Expenses

Expenses:	Amount:
Rent	
Transportation	
Food	

TOTAL: _____

III. Figuring Balance After Expenses

Income Total: _____

MINUS Total Expenses: _____

Balance Leftover: _____

IV. Planning for Savings

Write down what amount, if any, you put into a savings account.

5.05 Develop a shopping/grocery list for weekly needs or simple recipe.

Activity:

"Basic Four Go Fish Game"

This activity is intended to teach students to plan meals with foods from each of the four food groups.

Materials Needed:

Deck of 52 cards with pictures of food from each of the four basic food groups

Material Preparation:

This activity requires the teacher to prepare a set of cards (52) with pictures of foods from each of the four basic food groups (1 food picture per card.) Pictures may be obtained from magazines, food coupons or drawn by hand.

Procedures:

This game is played according to the rules of the card game "Go Fish." Up to four students may play at a time. The students will have a matched set when they have 1 food card from each of the four basic food groups.

5.06 Select shopping location by use of advertised sales, location and/or convenience of stores.

Activity:

"Trip To a Local Mall"

This activity is intended to teach students to identify features of stores which might be considered when deciding where to shop i.e., credit policy, variety of merchandise, proximity to bus stop, etc.

Materials Needed:

Notepads and pencils

Materials Preparation:

This activity would require teacher to obtain notepads and pencils for those students designated to record information. Also, the teacher would have to arrange transportation to and from the mall.

Procedure:

Students, working in small groups or individually, would accompany the teacher to a local mall. Features of each store would be recorded by designated students. Importance of features in determining where to shop would be discussed during subsequent class meetings.

5.07 Scan local newspaper for coupons and clip, sort and store for later use.

Activity:

"Coupon Saving"

This activity is intended to teach students how to locate, sort and store coupons.

Materials Needed:

Coupon storage container with dividers for different types of items in the grocery store
Food section from several weeks of local newspapers
Food coupon section from several weeks of local Sunday newspapers (may be brought in by both teachers and students)
Scissors for each student

Materials Preparation:

The teacher needs to save several weeks worth of food sections and coupon sections from local newspapers.

Procedure:

Students will be given a pair of scissors, food sections and food coupons sections from local newspapers. Each student will cut out individual coupons and separate them into categories corresponding to storage containers. A list of categories may be written on blackboard.

5.08 Select appropriate coupons for weekly budget needs.

Activity:

"Coupon Hunt"

This activity is intended to teach students to select coupons from a storage container specific to items on a shopping list.

Materials Needed:

One or more coupon storage containers with coupons (per learning objective 5.07)
Sample shopping lists (see learning objective 5.05)

Materials Preparation:

This activity will require the teacher to have completed learning objective 5.07 or to have independently prepared one or more coupon storage containers with coupons. Also the teacher will have to prepare a series of sample shopping lists reflecting the tastes of the students or have completed learning objective 5.05.

Procedure:

Each student would be given a sample shopping list and a coupon storage container with coupons. The students are required to select at least 1 usable coupon for each item on their shopping list.

5.09 Take a shopping trip to buy items in relationship to the student's budget and needs.

Activity:

"Shopping Trip Game"

This activity is intended to teach students to determine where to shop for specific items.

Materials Needed:

A set of cards with items specific to needs of students

Materials Preparation:

This activity requires the teacher to determine what types of items the student is most likely to purchase. A set of cards is then prepared with one of these items listed on each card.

Procedure:

The stack of item cards is placed in the middle of the table. Each student, in turn, selects a card. Students must state at least one place where the item can be purchased. If correct, the student selects another card. If incorrect, the next student is given the opportunity to state a place where the item can be purchased.

PERSONAL MONEY MANAGEMENT SKILLS

6.00 The student/employee will learn personal money management skills.

Objectives:

6.01 Understand payroll and related information.

6.02 Demonstrate skills necessary to maintain a checking account appropriately.

6.03 Demonstrate skills necessary to maintain a personal savings account.

6.04 Know the basic services provided by financial institutions.

6.05 Know other non-bank financial services.

6.06 Understand the use of money orders to pay expenses.

6.02 Demonstrate skills necessary to maintain a checking account appropriately.

Activity:

"Checking Account Spelling Bee"

This activity is intended to teach students to spell number words correctly.

Materials Needed:

A list of number words

Materials Preparation:

This activity would require the teacher to develop a list of number words for spelling bee competition.

Procedure:

This activity would be conducted like a regular spelling bee except that number words would be used. Each student, in turn, would be asked to spell a number word. If the student spells the word correctly, he/she would be eligible for another turn. If the student spells the word incorrectly, he/she would be eliminated.

6.03 Demonstrate skills necessary to maintain a personal savings account.

Activity:

"Opening and maintaining a savings account"

Materials Needed:

Savings account signature cards
Savings account deposit slips
Savings account withdrawal slips
Savings account passbook

Materials Preparation:

This activity requires the teacher to obtain sample savings account forms from local financial institutions.

Procedure:

Given sample savings account forms, the students will practice filling out forms correctly, making deposits, making withdrawals, and adding interest.

6.04 Know the basic services provided by financial institutions.

Activity:

"Banking Crossword"

Materials Needed:

Crossword puzzle of banking terms (the number to be determined by the number of students participating in activity)

Materials Preparation:

This activity requires the teacher to develop a crossword puzzle of banking terms. "Clues" for the puzzle are the definitions or explanations of the individual terms.

Procedure:

Puzzles may be done individually or 1 puzzle could be used for the group with each student in turn trying to name the banking term that corresponds to the "clue."

6.05 Know other non-bank financial services.

Activity:

"Let's Take A Trip"

This activity is intended to teach the student to evaluate the difference in cost between cash and credit spending.

Materials Needed:

Travel brochures with prices for travel by airplane, ship, train and bus; restaurant menus, fast food price lists; food ads from newspapers; catalogs; entertainment brochures; paper and pencils

Materials Preparation:

This activity requires the teacher to gather previously described materials. Sources might be travel shows or travel agents, department stores, restaurants with "take out" menus, fast food restaurants, entertainment facilities, newspapers and magazines.

Procedure:

Have students plan a trip for 1 week for a family of four. Students should: select means of travel (air, boat, car, train or bus), decide where meals should be eaten (full service restaurants, fast food restaurants, box lunches), select necessary vacation clothes and equipment and estimate the cost of entertainment (sightseeing, movies, sports events, night clubs). Compute the cost of the trip using cash versus the cost of the trip using credit at the current interest rate.

6.06 Understand the use of money orders to pay expenses.

Activity:

Role Play: "Purchasing a Money Order"

This activity is intended to teach the student about money orders.

Materials Needed

Sample money orders

Materials Preparation:

This activity requires the teacher to obtain a money order. If your bank or convenience store is unable or unwilling to give you a blank, the smallest denomination of money order should be purchased.

Procedure:

Initially the teacher will discuss the use of money orders including where they might be purchased and the cost of same. The students would then take turns role playing the purchase of a money order with one student playing the bank teller or convenience store clerk and the other student playing the customer.

TRANSPORTATION SKILLS

7.00 The student/employee will learn how to secure basic transportation services.

Objectives:

7.01 Develop a personal schedule for transportation.

7.02 Read and interpret maps in order to be able to get around work and the community.

7.01 Develop a personal schedule for transportation.

Activity:

"Utilizing Public Transportation"

This activity is intended to prepare students to use the public bus system in their community.

Materials Needed:

Bus route maps - available from local bus stations, malls and other public centers serviced by the public bus system
The student's home, work, and shopping addresses
Flagged pins

Materials Preparation:

Bus route maps should be mounted on cardboard, or placed on a bulletin board. Flagged pins are made by using straight pins with various colored, self-adhesive labels wrapped around the pin heads. Each flag is labeled with different destinations such as home, work, grocery store, doctor, etc.

Procedure:

This activity is done in several steps. The student first locates his/her home address on the map(s) and places his or her "home pin" there. Then, the student locates the other addresses for which he or she has flagged pins and places the pins in those locations. After all the pins have been placed, the teacher assists the student in finding the bus route or routes that he or she needs to use to get to the various destinations. These bus routes are written on a wallet-sized reference card for the student to carry for reference.

7.02 Read and interpret maps in order to be able to get around work and the communtity.

Activity:

"Street Map Game"

This activity is intended to teach students how to read street maps.

Materials Needed:

Enlarged street map
A set of 20 question cards

Materials Preparation:

The teacher needs to enlarge a section of a local street map and mount it on a bulletin board. Questions using the names of the streets on the map should be developed. Examples of questions are: "How do you get from the corner of Main Street and Second Avenue to the corner of Park Street and Fourth Avenue?" and "What is the first intersection you would come to if you walked west on Park Street from Winston Park?"

Procedure:

This activity should be done with a small group of two to four students.

The teacher should go over the map with the students, including: street names, the directions of north, south, east, and west, and landmarks such as schools, parks, lakes and shopping centers named on the map.

When the students are familiar with the map, they take turns choosing a question card. The students read the question and then use the map to find the answer.

8.01 Identify job coaches, agency case managers and counselors and what services they provide.

Activity:

"Special Guests"

This activity is intended to provide students an opportunity to meet and interact with job coaches, case managers and counselors.

Procedure:

Teachers should prepare the students for the visitation ahead of time. Students should be made aware of who is coming, what job the person has and how this person can be helpful to the students. Students can prepare questions they would like to ask their guest and practice asking them.

After the guest has finished speaking, students should be given an opportunity to ask questions.

COMMUNITY RESOURCE SKILLS

8.00 The student/employee will develop linkages with agencies and community services.

Objectives:

8.01 Identify job coaches, agency case managers and counselors and what services they can provide.

8.02 Identify appropriate places to go for medical assistance.

8.03 Know what an emergency is, what steps to take, and what information to give in the event of an emergency.

8.04 Know other providers of services and how to access their programs and events.

8.05 Identify and practice activities for independent and shared utilization of time on breaks, during lunch, and during other free time.

8.02 Identify appropriate places to go for medical assistance.

Activity:

"Where Would You Go?"

This activity is intended to teach students how, when and where to seek medical assistance.

Materials Needed:

One (1) set of twenty-four (24) question cards

Materials Preparation:

This activity requires the teacher to make up questions about seeking medical assistance. Questions could include:

"If you had a fever, who would you call?"
"Where would you go if you had a toothache?"
"What number do you dial if you need an ambulance?"
"When do people go to the emergency room of a hospital?"

The teacher should print each question on a separate card.

Procedure:

In a small group, the students each take turns choosing a card and reading it aloud. The student who chooses the card has the first opportunity at giving the correct answer. One point is awarded for each correct answer. If the student misses the question, other students may be given a chance to answer it. This activity provides an opportunity for students to review their knowledge about seeking medical assistance.

8.03 **Know what an emergency is, what steps to take, and what information to give in the event of an emergency.**

Activity:

"Emergency!"

This activity is intended to teach students what to do in the event of an emergency.

Materials Needed:

Large chart with pictures depicting four different types of emergencies: medical, fire, weather related and job-related

Procedure:

In a small group students should discuss what emergencies are and give examples of different types of emergencies. When students can identify the various types of emergencies, the teacher should lead discussions on what to do in the event of certain emergencies. The focus of the discussions should be on emergencies that may happen at the students' work site and what the student should do in each situation.

EMPLOYABILITY SKILLS

9.00 The student/employee will learn skills to prepare for seeking employment, changes in employment and periods between employment.

Objectives:

9.01 Develop and maintain job-seeking materials to be used for all future employment activities.

9.02 Demonstrate appropriate job interview skills.

9.03 Know the reasons for job terminations and the consequences of each termination.

9.04 Develop survival skills necessary between jobs.

9.01 Develop and maintain job-seeking materials to be used for all future employment activities.

Activity:

"Personal Information Sheet"

This activity is intended to assist students in developing a personal reference sheet that they can use to fill out job applications, write resumes and complete any other forms requiring this information.

Materials Needed:

A blank personal information sheet for each student. An example form is shown on the following page

Procedure:

The teacher will pass out a blank information form to each student. The teacher will go over the form with the students, making sure that all students understand what information they need to fill in. Parents, group home staff or the on-the-job teacher may need to assist the students collect the necessary information. Copies of the completed form should be kept in the students' file, to be referred to whenever the students need to fill out forms requesting this information.

9.01

PERSONAL INFORMATION FORM

Name:

Address:

Phone Number:

Date of Birth:

Social Security Number:

Personal References:

1.

2.

3.

Work Experience:

1. Job

    Employer

    Dates

    Duties

2. Job

    Employer

    Dates

    Duties

9.01 Develop and maintain job-seeking materials to be used for all future employment activities.

Activity:

"Job Applications"

This activity is intended to give the student practice in completing job applications.

Materials Needed:

Completed personal information sheet (previous activity)
Blank job applications

Materials Preparation:

A job application can be obtained from the on-the-job teacher.

Procedure:

The teacher should make sure that the students can read all the words on the application, and understand what information is being asked for in each section. The students fill out the application, referring to their personal information sheet. The students should practice filling out a job application form until they are able to do this activity independently.

9.02 Demonstrate appropriate job interview skills.

Activity:

"The Interview"

This activity is intended to teach students appropriate job interview skills through role playing different interview situations.

Materials Needed:

Several prepared sample job interview questions

Procedure:

The teacher and students should discuss appropriate job interview skills and behaviors. Proper hygiene and dress, manners and speech should be discussed.

Sample job interview questions and appropriate answers should be discussed by the group.

After the group discussion, students are paired off. Each pair of students take turns role playing a job interview situation. One student plays the role of the interviewer and the other student plays the part of the job applicant. Sample interview questions can be supplied by the teacher. After each role playing session, the group should review what they watched and discuss what was done correctly and incorrectly.

INTERPERSONAL RELATIONSHIPS

Appropriate interpersonal skills are extremely important for continuing successful employment. Developmentally disabled adults cannot be fully integrated into the workplace of the community if they cannot demonstrate acceptable social skills and behavior. These objectives focus on proper dress and personal hygiene, working alone and with others and working with a supervisor.

The student/employee will develop proper interpersonal relationship skills necessary for successful employment.

Objectives:

Select appropriate dress for work and other activities.

Demonstrate appropriate personal hygiene and grooming skills.

Develop the work ethic attitude which reflects good attendance, punctuality, safety, staying on task, asking for help at appropriate times, proper job pace and an "I'll try" attitude.

Know the main responsibilities of a supervisor and when to involve them in work issues.

Identify signs which indicate a job-related problem is occuring and determine what action should be taken.

Display appropriate communication skills for business encounters. Perform the skills necessary to function independently in the work unit: cafeteria manners, using the kitchen facility appropriately, co-worker courtesy, sharing, doing one's part, properly using food services, etc.

Display the ability to function as a worker under different working conditions: alone, small close team and a larger team.

INTERPERSONAL RELATIONSHIPS

The student will develop proper interpersonal relationship skills necessary for successful employment.

This skill area and the specific learning objectives contained herein is a major instructional responsibility of the on-the-job teacher. A student's needs in this area cannot be accurately assessed outside of the workplace. Attitudes on the job, social interactions with supervisors and co-workers and dealing with job-related problems need to be addressed on the job. Each supported employee's job situation is different from another.

Coordinating with the classroom adult basic education teacher is also a major responsibility of the on-the-job teacher. When a student is having difficulties in one of these objectives, the OJT may inform the classroom teacher of these difficulties. The classroom teacher may find an opportunity to reinforce appropriate interpersonal skills in the classroom.

The checklist form on the following page was developed to provide the on-the-job teacher with an easy way to document a student's interpersonal skills and share the information with the classroom teacher.

Employee Name_____
Job Site_____
Date_____

The student needs to improve in the following interpersonal relationship skill areas:

_____ Selects appropriate dress for work.

Comments:_____

_____ Demonstrates appropriate personal hygiene and grooming skills.

Comments:_____

_____ Displays good attitudes on the job.

Comments:_____

_____ Interacts appropriately with supervisor.

Comments:_____

_____ Deals effectively with job-related problems.

Comments:_____
_____
_____
_____
_____

_____ Communicates appropriately on the job.

Comments:_____
_____
_____
_____
_____

_____ Functions independently at work and gets along with co-workers.

Comments:_____
_____
_____
_____
_____

PARENT WORKSHOPS

Parent training workshops were developed in response to the needs of parents of supported employees. A survey was conducted by staff persons at United Cerebral Palsy last spring in order to determine parent interests and needs. They indicated an interest in a workshop that would give them useful information to effectively assist their adult children be successful on the job.

The workshops focused on providing parents with practical teaching strategies they could use at home to work with their adult children. The workshops covered these topics: creating a positive atmosphere for learning, how to develop an effective lesson plan, behaviorally oriented teaching strategies and the use of positive reinforcement.

General information about supported employment programs and the parents' role in these programs was also provided at these workshops.

Parents of supported employees and individuals on waiting lists for job placement were invited to attend. Four different agencies were involved in these workshops. United Cerebral Palsy sent letters to their consumers' parents. Advocates for Insuring Retardates Entitlements (A.F.I.R.E.) assisted in sending out workshop fliers to their members. Pinellas Association for Retarded Citizens (PARC) sent letters to the parents of their consumers and provided meeting space for the workshops. Goodwill Industries-Suncoast also sent letters and provided meeting facilities for the workshops.

The workshops were conducted on four different evenings, two at PARC and two at Goodwill Industries-Suncoast. The workshops were two hours long, with a half-hour "refreshment social" afterwards.

The *Parents As Teachers* manual that was developed for these workshops is available from Pinellas County School's department of Adult and Community Education.

Two parent seminars are planned for the Spring of 1991. The seminars will address the issues of guardianship and Social Security benefits as they relate to their developmentally disabled adult children. Guest speakers will be conducting these seminars.